

December
1919

sent to
the Parish for
the English Committee

1919/12/15

to, on R. Parents' etc., is grateful for
an opportunity of bringing our experience
in the teaching of English before the
Departmental Committee because we
~~seem~~ to have achieved some of the
results the Committee desire to compare,
& by many simple means.

Mr. (Mr. P.H.M.) thinks highly of the work
already done ^{in this connection} in a great many schools.
What is known is all known, but the
range of knowledge is limited because
the teaching may be called 'intensive'.

But we see no possibility of doing
more or other during the limited
period of school life except as teachers
see their way to take those new standpoints
both as regards children & knowledge, &
which circumstances have led to.

Some such change in the general
point of view seems to be necessary, because
young persons are apt to drop intellectual interests
when they leave school.

Among the points we wish to bring before
your Committee are—

1. That knowledge is to the mind as food
is to the body, ^{and various} ~~indispensable~~ necessary & ^{and various} ~~indispensable~~
2. That a child requires a good deal of solid
knowledge suitable for his age.
3. That no substitutes, in the way of
mechanical work, ingenious play, bodily
exercise, however necessary in themselves,
supply the necessary mind-food.
4. That every child, even the defective child
has the powers necessary for the assimilation
& employment of knowledge.
5. That knowledge, whether of letters or science,
is most easily assimilated when it is
conveyed in more or less literary form.

This conclusion leads (i), to the scrapping
of text-books & the sparing use of (differing)
oral lessons or lectures.

(ii) to the fact—That the letters of education is
laid upon the children:

(iii) that there must perforce a certain act

of knowing upon every nation of knowledge
 first before them:

(IV) But they must ^{have} read for themselves
 good books on many ^{or a} subjects;
 especially on literature & history:

† That the knowledge of a class be tested
 by their power to 'tell back' a considerable
 passage after a single reading or hearing.

This single reading is not an arbitrary
 ruling, but is the condition on which
 the vast power of attention (which even the
 people possess) comes into play.

'Attention' seems to us to be the only
 power with which teachers need concern
 themselves; given attention, all the
 so-called faculties, imagination, judgment,
 act as unobtrusively as do the digestive
 organs upon good food for the body.

Seeing that a child is a person of many
 relationships, - to his country, church, city,
 to the past, present, future, to the universe &
 therefore to all knowledge, he should have

A liberal curriculum embracing really
a great deal of many kinds of knowledge,
& he has proved himself well able to deal
with such a curriculum.

Literature & history are emphasized
in the R.M.S. for their peculiar value
in training the individual & the citizen.

The results obtained by adhering to
these few simple principles are surprising
& are entirely in accordance with the
aims of your Committee.

Solitary pupils & large classes, ^{aged} from
six to ~~seventeen~~ or eighteen, schools in
the homes or children of an educated
family people pretty equally, each
according to his opportunities,
as to his age.